

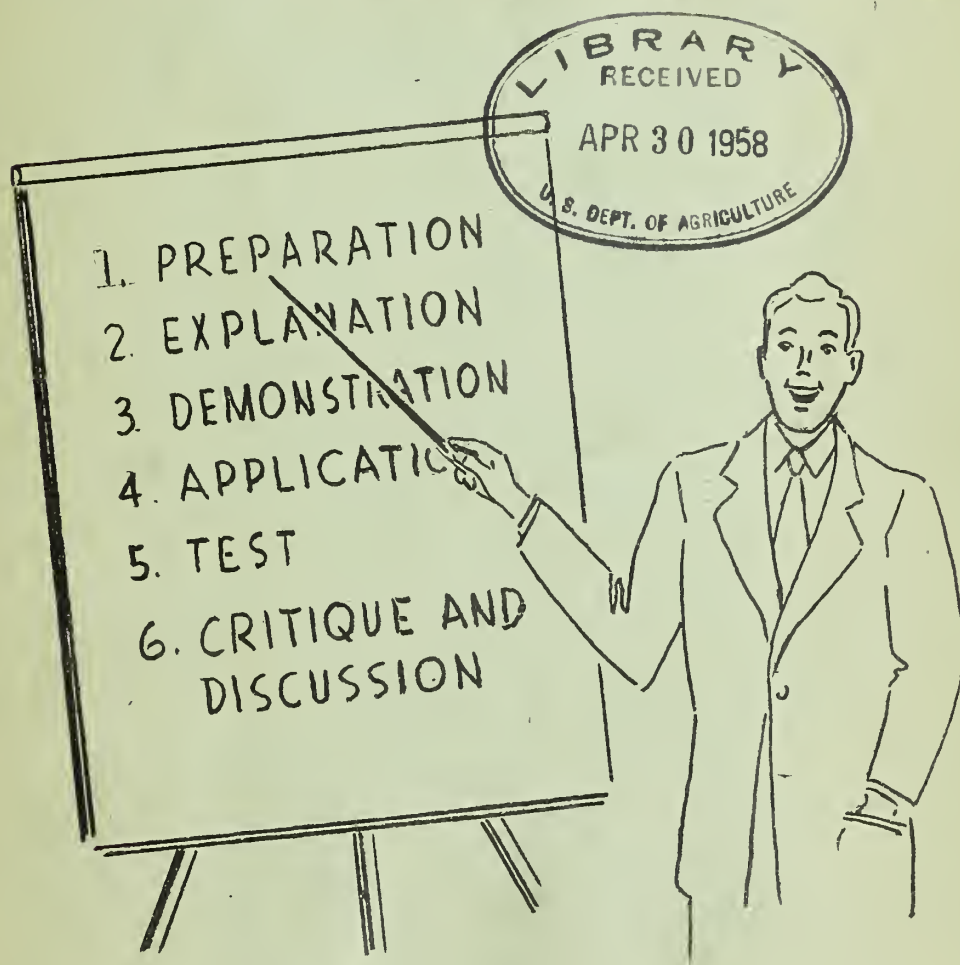
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F.
Plans.
Presuppression.
Training.

March, 1953.

TRAINER'S GUIDE



State of Utah. Forest Service, R-4. Bureau of Land Mgt. Park Service. Indian Service. Utah Counties.

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SUGGESTIONS TO CONFERENCE CHAIRMAN

Plan the arrangements for the conference with the same order, exactness, and detail you would exercise in conducting a fire suppression job.

At the opening of conference introduce everybody. Make it brief and warmly personal.

Orientation talk to be brief, well thought out and informative.

You might find some of the following points helpful:

This is a meeting of Utah Cooperative Fire Fighters sponsored by the central committee.

Our job is to detect, go to, and put out fires and we must know how to do it.

We want to know the best techniques for fighting fires so we study, observe, and experiment, but mostly we borrow ideas.

There is a lot known about fire fighting and there are some good fire fighters.

Our problem now is to take the "know-how" of the few and pass it on to the men who are to go out on our local fire lines.

Every man here knows plenty to do a good fire fighting job but nearly every man here keeps the most of his knowledge to himself.

The purpose of this conference is to train trainers in methods of training fire fighters, or in other words to learn ways of giving our fire fighting techniques to others. We will not present new fire fighting techniques.

Along with this we hope to stimulate interest in training more fire fighters to handle our own local fires efficiently.

Suggest that each fellow give careful thought to item F on the days program and start plans for this season fire fighter training. Set up schedules today if practicable.

PURPOSE AND OBJECTIVES OF U.C.F.F. TRAINER PROGRAM

OBJECTIVE: TRAINING TRAINERS TO TRAIN

The primary purpose of these meetings is to improve fire training; to stimulate the assembled trainers; to give impetus and direction in the use of tested training methods and techniques; and to establish training goals and standards pointing toward more effective coverage of the essential training needs of the state.

TRAINING

John Kinney, a former Region Four Chief of Operation and Fire Control, maintained one simple fire training objective. It was to train in how to: "Detect, go to and put out a fire." The specific purpose of this training conference is to develop methods and procedures that will be helpful in planning and conducting fire training schools pointed toward some definite training objectives as listed above. To do this effectively requires consideration of basic fundamental principles of training. Trainers tell us that all learning is done through the five senses:

1. Sight, the eyes get 80% of the credit for what we learn.
2. Hearing, the ears take care of 12% of what we learn.
3. Touch, the hands and other touch organs get 5% of the credit.
4. Taste, gets 2%.
5. Smell, gets 1%.

This emphasizes the need for pointing our training to on-the-ground situations so that the trainees get a lot of actual seeing and doing.

A. THE SIX STEPS IN INSTRUCTION

We are all familiar with the old four-step method of instruction - prepare the worker, present the lesson, try out performance and let the trainees try out alone. Two other factors are so important in training that they have now been added - advance preparation by the trainer and a critique or summarization. In preparing for any training it is logical to follow these six tested steps. They are:

1. Prepare a sound training outline, based upon definite objectives, coupled with a good job analysis in which the trainer puts all of his experience and thought, then practice until presentation will be adept and proficient. This is Step #1 - PREPARATION BY THE TRAINER.
2. Interest the trainees in the job to the extent they want to know all about it. Prepare the worker. Arouse interest and stimulate participation. This is Step #2 - EXPLANATION.
3. Show and tell the trainees how to do the job. This is Step 3 - DEMONSTRATION.
4. Try out performance - allow the trainees to practice under close supervision. This is Step #4 - APPLICATION.
5. Test to see how the trainees proceed without help. This is Step 5 - TEST.
6. And finally, Review the whole procedure or job to correct weaknesses and tie the whole training program together. This is Step 6 - CRITIQUE OR SUMMARIZATION.

If these six separate and distinct steps of instruction are adequately and expertly handled success in training is assured - they always work. Training requires such an organized approach.

1. Preparation by the Trainer

Any successful project needs a leader - someone who can exert the leadership to see that objectives are analyzed and stated and that there is an organized approach. The selection and assignment of a leader is absolutely necessary and should be given high priority.

The conference prescribes that the trainer, by advance preparation, must:

1. Determine specific objectives. Objectives outline the path of instruction with the idea in mind of developing certain skills, knowledge and appreciations.
2. Select subject matter to conform to objectives - jobs that the trainees will perform.
3. Carefully analyze the doing jobs to determine the operations necessary to accomplish a job and the knowledge required to do the job satisfactorily.
4. Establish definite time schedules so that the trainer teams can construct their assignments to fit.
5. Work up procedures and develop ideas for arousing and holding interest.
6. Provide necessary physical facilities, including recreational facilities.
7. Select trainer teams; provide help in preparing subject material; rehearse so that presentation will be expertly done.
8. Provide for application, tests and summarizations.
9. Arrange for visual aids. Prepare charts, graphs, outlines, etc., and make advance arrangements for any films.
10. Provide substitute programs if rain might interfere with outdoor training.

2. Explanation

A good instructor not only prepares his own lesson but also prepares his students to receive it. In all of the six steps of instruction, orientation of the student to the "why" of the instruction, to the basic purpose of the project should be given first and primary attention.

The teacher will:

1. Prepare the trainees - orient them - set the stage. Let trainees know just what the job is and its importance to them, to society, and to the organization.
2. Present the lesson - explain, show, teach.
3. Go through the explanation steps one at a time, and emphasize the difficult steps.
4. Weave in safety.
5. Ask questions and stimulate student participation.
6. Explain from the learner's view point.
7. Make free use of visual aids, such as charts, motion pictures, etc.
8. Compare or contrast subject to things the trainees already know.

3. Demonstration

It is important that the demonstration be planned and organized before it is given and that a certain procedure be followed in giving it.

The conference recommended the following:

1. Explain objectives of demonstration. Tell trainees what to look for.
2. Provide tools and materials and carefully prepared procedures before the demonstration begins.
3. Present the demonstration in a natural, logical sequence.
4. Arrange the demonstration site so that all trainees can see and hear.
5. Make a skillful demonstration, accompanied by simple explanations as each step proceeds toward the completed job.
6. Anticipate questions and take care of them in the running explanation as the demonstration proceeds, thus avoiding interruptions.
7. Solicit questions and answer them after the conclusion of the demonstration.
8. Weave in safety.
9. Use operator-narrator teams in demonstrations when practical.

10. Use actual tools and things the trainees will work with as much as possible.

4. Application

Actual job performance by the trainees is the most effective way for them to find out how and what to do, and for the trainers to determine the effectiveness of their instructions. The students must be under the guidance of the instructor as they start actual job performance but as their skill increases they should be placed on their own. They must be fully oriented to the purpose of the job to be performed and this important step must not be slighted.

Important points in Application are:

1. Explain the purpose or "why" of the application.
2. Give definite doing assignments so each trainee does the job.
3. Instruct, supervise, re-teach during assignments.
4. Test effectiveness of demonstration.
5. Correct any errors at once.
6. Balance work and training time.
7. Provide for trainee application on the job immediately after demonstration so points are still fresh in their minds.

5. Tests

There is an old saying: "If the learner hasn't learned, the teacher hasn't taught." Two of the principal functions of tests are: 1. To evaluate and stimulate learning, and 2. To evaluate and improve teaching by indicating to the teacher the extent of his success.

Some guides for conducting "tests" are:

1. Test the students in the subjects in which they have been trained and on the jobs they will do later.
2. Make tests objective and factual and so designed that they quickly evaluate the skills and knowledges the trainer desired to impart to the students.
3. Use performance tests where possible for they are much more useful and practical than a question-answer procedure.
4. Make the tests measure the learner's ability to follow directions and their skill in performance.

5. Use tests as a reteaching device.
6. Make the tests competitive where possible to add interest and meaning.
7. Use evaluation sheets, where possible to record performance.

6. Critique

The use of a summarization or critique at the conclusion of the other five steps in the training process offers an opportunity to tie the whole thing together, to get over a few fundamentals, to weed out the extraneous material, and to again stimulate and build-up the interest of the trainees.

Some guides in conducting a "critique" follow:

1. Plan the critique and conduct from carefully recorded notes.
2. Lead the discussion on the effectiveness of the training session.
3. Summarize what has been done and key out the main lessons.
4. Give the trainees an opportunity to contribute freely.
5. Praise good work and tactfully point out mistakes.
6. Keep everyone feeling he has accomplished something.
7. Often the use of specially designated personnel who have had no part in the actual training, but have observed all of it, can be assigned this critique responsibility, and can capably give it because of their objective viewpoint.
8. Close the school on an enthusiastic plane.

APPLYING THE SIX STEPS OF INSTRUCTION

We have considered the six steps of instruction in more or less outline form in the preceding sections. Now we need to consider more specific application steps in applying the six steps in conducting a training session. The following may be considered in the way of a "tickler" list. It covers some weak points observed in previous training schools as well as points out some practical suggestions to improve training.

Instructors periodically need refresher review of training techniques so as to be qualified to do a thorough job of training. It is necessary to continually train even though much is repetition. As in developing a baseball team, practice, more practice, repetition, coordination, teamwork, etc., are all necessary to build up a smooth functioning organization. Just as in many skilled trades, the job of leading men; of putting out fires; of mopping up fires, of studying fire behavior, etc., require certain skills and background information. With each passing year, we get many of the same cooperators, per diem guards, and regular guards back and they need refresher training. We also get new men which we must have and they need training to make them part of the team.

PREPARATION

1. Training Outlines

In 1952 a training outline was developed and published entitled "Training Outline for Developing Leadership Abilities of Crew Leaders." In other years other outlines have been published for training in mop-up, progressive line construction, putting out small fires, backfiring and for other definite fire jobs. These outlines are all valuable, but they are not the answer to successful training. You will be able to adapt a great deal from these outlines, but like handbooks, manuals, reference books, etc., they are only store houses of facts that few people look at until they are after a fact that will serve an immediate want or purpose. How these outlines are augmented and supplemented in the field is generally the test of success.

2. Selection of Training Material and Subjects

Careful selection is another principle of effective training. Every good training school makes a point. It is better to get over one or a few specific things at a school rather than try to cover everything pertaining to fire control for instance. When you carefully select, you omit much of the material that is all too familiar or that is too broad and meaningless. A general subject like "Fire Suppression" falls in this category and your preparatory material for such a subject would generally fall into a lot of rambling, pointless collection of facts. It is best, therefore, to consider your subject material in the light of a specific point. After this is done your planning work will consist of discovering usable material, finding illustrations, comparisons and contrasts, causes and effects so that the training will be both practical and provocative. How! What! Where! Why! When! Who! are the probes that bring to light the details you need and which eliminate the generalities.

3. Attention to So-Called Trifles

Often it is the little insignificant things that detract from an otherwise well planned training school. In preparing for a training school, visualize what is going to happen during the entire period, seek out the details that might throw you; delegate responsibility and then re-check to be certain a lot of little details have not been overlooked. Following are some of the things that have been observed at training schools that detracted from the success of the schools.

- a. Crowded sitting arrangement in meeting place and those in the back could not clearly see the instructor.
- b. Slowness in getting motion picture projectors set up.
- c. Dragging schedules.

- d. Late lunch period - it is not worthwhile to hold a group another 15 or 20 minutes to get over some point when they are ready to eat and lunch is ready.
- e. Lack of careful selection of training site and preparation of field work problems.
- f. Insufficient delegation of training responsibilities by training leader.
- g. Lack of coordination of training assignments with assistant trainers.
- h. Lack of sufficient preparation for an alternate program in case of inclement weather.
- i. Not considering eventualities so that night classes are necessary.

Note: You can get a lot accomplished if you don't care who gets the credit.

4. Careful Selection of Trainer Assistants

A lot of our personnel are highly skilled in the techniques and mechanics of particular jobs of fire control, but are unable to train others to perform the work with equal facility. Often trainers are selected without sufficient regard for their ability as teachers. In consequence, the trainees are told (and often not too well) not taught how to perform a number of operations. The trainees don't know precisely why they are doing something or what the end result should be. Conversely, where the trainer is an alert and painstaking teacher, he leaves no doubt in the minds of his trainees as to what is expected of them. Techniques of instruction which adhere closely to the principles of learning are as fundamental to fire training as they are to classroom instruction.

The man who handles the shovel, pulaski, or runs the tractor has a specific task to perform and while it may require degrees of skill it leaves untouched and unused the abilities that lie in the area of dealing with people, in planning and in meeting training situations. If he is to be assigned to teach, he must be trained to teach. The skills which made him a success as a technician are valuable, but he must learn new skills and new techniques of dealing with people. Try out these skilled assistants to see if they have the ability to teach it to others. It is important to analyze the qualifications you need for your instructor team.

Another point to consider is just the reverse from that mentioned in the above paragraph. It is the assignment of someone not particularly skilled to demonstrate some technique. Our old line cooperators as well as our older guards have a very human "resentment" of "outsiders", particularly of those whom they feel are not qualified doing something they themselves are very adept at. This has been the nemesis of many inexperienced trainers.

5. Dramatization

Give them a situation, a problem, a conflict, or a challenge.

Dramatize. A little imagination helps in finding the significant things that can be done. Most of us cannot hope to tell anything new. The value of our training must be found in the fresher point of view, in the illustrations, in the interesting way of presentation. This does not mean an exhibition but to find out approaches that aid variety and that starts action in the minds of the trainees. Probably it is only a set of well thought out charts; a well told story; or a set of photographs. Attention demands change, variety, action and the departure from the humdrum and the expected. Any successful dramatization calls for advanced preparation, practice, and then effective presentation.



EXPLANATION

1. Every training session is held or should be held to accomplish a purpose or purposes which are clearly defined, understood, and worthwhile. At the beginning of the "Explanation" phase of the training program it is common practice to have the executive head of one of the agencies open the session. Often these opening remarks are well presented and set the tone of the entire school - the objective to be attained. But, also all too often, they fail to accomplish this relatively simple task because of lack of orientation and preparation by the executive officer, particularly when he has not been assigned some specific job in the training program or has hurriedly put together a few notes based upon his conception of what is going to take place. Of course, this officer should have considerable leeway and flexibility in what he wishes to present. The training leader has the responsibility of acquainting the executive head with two or three broad facts concerning the training session and in outlining to a considerable degree what should be said. This executive officer is in reality the morale builder - the inspirer - the head teacher and he must freely express the aims of the school so they appeal to the opinions and desires of those to be taught. The supervisor cannot hope to do this without a clear understanding of the job to be accomplished. Just a visit - a few perfunctory remarks - and a goodbye won't do much to increase the understanding or improve morale of the trainees or insure success of the training session.

The best introductions have a practical personal touch. Keep in mind the occasion, nature of audience, personalities present, and historical accounts. Don't overlook opportunities to get in a few personal touches.

Don't overlook this important step in planning the opening remarks for the training school.

2. Explanation of Training Progress Details

Probably in many cases this should precede the "Introduction" mentioned in No. 1, particularly if it involves a lot of detail. The reason for this is that after the introductory greeting you have attention, something hard to hold, and it is a crime to lose it through a slow and detailed recitation of preliminary matter. Jump right into the training program with something relatively important.

Another principle of approach is to suggest preparedness. An apologetic manner or an approach indicating unreadiness is depressing, while a well organized, business-like approach signifies the readiness of the training staff to do the best they can.

3. Enthusiasm and Confidence

Think success! Your conviction will convince others. A negative attitude can quickly permeate down through the ranks so rapidly that

a lot of effectiveness is lost. Teaching is really selling and selling has been defined as "letting someone else have your own way." The most successful trainer is the one who can make the jobs which he wants done look so attractive to the trainees that the latter wants to get them done too. One of the ten characteristics that mark top executives of America's 40 largest businesses and industries is "Enthusiasm -- they are surcharged with dynamic emotion, the will to win."

Too often we hear it said about fire training schools: "Just the same old thing, year after year." This is partially true, yet major league baseball teams don't excuse their older players from spring training, and good trainers find they have to spend a lot of time in review and study each year before attempting to cover even the same subjects as assigned in other years. A sense of inadequacy is felt by the best of trainers. Let's refute this negative approach with all the facts we can muster and put our schools over with confidence and enthusiasm. If morale doesn't permeate the training force, the trainer leader can encounter trouble. A single maladjusted assistant can spoil the whole program. In the "explanation" step of training you have an opportunity to build up this confidence and forward looking approach.

4. Decisiveness

"Some of the decisions may be wrong, but nevertheless leadership demands that quality of making decisions."

It may be that the decision is only "I don't know, but I'll find out," yet the general ability to arrive at this kind of decision is a most important means of spotting the successful teacher, trainer, or leader. If proper preparation has been accomplished, and sufficient practice initiated, training sessions can be decisive. How often have we observed a trainer becoming indecisive - not knowing quite where he is going next and thereby nullifying a lot of good work.

After an adequate explanation, the training leader might often find differences of opinion. An approach like this illustrates decisiveness: "Well, there seems to be quite a difference of opinion on what we ought to do about this, but somebody has to make a decision. In the light of all the discussion here it seems to me that we ought to . . . and we'll proceed on that basis. Maybe those of us who hold this view are wrong, but let's give it a try and see where we come out. If we're wrong, we'll even let you other fellows say 'I told you so!'" And when the group members go out they're saying to each other, "He's a swell trainer" . . . "Well, anyway, I had my say" . . . "I'm willing to give it a whirl."

5. Informality - Putting the Group at Ease - Putting Yourself in the Trainee's Shoes

In order to carry out the training program in an organization, the trainer must try to see the job from the trainee's viewpoint. This sounds very simple, but is one of the most difficult things for any trainer to do, particularly if your main line of work is far removed

from that of the trainees. It is comparatively easy for a trainer to conceive training points and details much more rapidly than they can be assimilated by the trainees. He must keep close to his trainees to know their opinions and sentiments. Following are some rather obvious suggestions to breaking down reserves and getting the training on an informal basis:

- A. Link the training program to incentives.
- B. Recognition of the individual.
- C. Delegation of responsibilities, even to relatively simple things, so as many trainees as possible have some task to perform.
- D. Direct frequent participation.
- E. Be genial and cheerful.
- F. Share information with trainees to arouse their enthusiasm. There are a lot of things occurring in your organization which are extremely interesting.

DEMONSTRATION

1. Practice

We all admire proficiency. Demonstrations should be so expertly done that the training leader has no apologies to make. Even if it is just demonstrating how to use a pulaski or shovel, practice so that very few of the trainees can do as well. A good leader has to know the work of the field in which he is demonstrating. The factor of technical competence is always listed as an important one by men supervised or trained. One part of the prestige the training leader can acquire in the minds of his trainees is based upon respect for his technical competence.

2. Arrangement of Trainees

A little time spent in getting the group arranged so they can observe every action will pay off in the following application and test. If it is something like running a pumper or operating an SPF radio, the trainees have to assimilate a lot of information in a relatively short time so they must see clearly what is taking place.

3. Explanation of Terms

In presenting a demonstration it is often best to begin by defining your terms in simple language. A concise explanation at the outset may prevent a great deal of misunderstanding.

4. Procedure

Key out the learning difficulties - the things which make it difficult to learn and which may slow up learning. List these carefully and outline the training steps. When the group recognizes the learning difficulties they will naturally weed out the non-essential and concentrate on the things they must learn to accomplish the task. As a training aid to take a job apart and determine the teaching points, the following outline is helpful. Make a job analysis listing the principal steps, teaching points, and safety hazards connected with the job.

ANALYSIS OF THE JOB

Principal Steps

Teaching Points

Hazards

5. Breakdown Demonstration in Logical Sequence

Demonstrate only one problem at a time and don't worry about step #2 until finished with step #1. When you break down a big demonstration into small parts, you'll find it isn't such a big problem after all.

6. Conclusion of the Demonstration

At the conclusion of each demonstration, the leader should direct a discussion of the effectiveness of the teaching job asking such questions as:

- a. How well did the instructor demonstrate and explain?
- b. What points were omitted from either?
- c. How well did the trainees get all the points?
- d. How well could the trainees see the demonstration?
- e. Which of the learning difficulties did the trainer fail to consider?

If possible, the training leader rather than the demonstrator should lead this review. He will, of course, take notes during the teaching demonstration to guide him in directing the criticism.

APPLICATION

In the application step of instruction we have the first indication of the effectiveness of our preparation, explanation, and demonstration. A few hints to increase the effectiveness of this step follow:

1. Keep groups relatively small so every individual gets an opportunity within the time limits established to do the job under close supervision.
2. The training leader of each group should make special efforts to get on an informal basis so trainees don't freeze up and not ask questions if they don't know. This can be accomplished by patient friendly guidance; by knowing the names of the men in the group, and by repeated demonstration to correct faulty application.
3. Weigh the latent abilities of the trainees. Often opportunities exist to pair those slow or backward with those who are quick to catch on thus spreading out the training.
4. It's important that the actual job be done as much as possible, not stimulated.
5. Trainees are prone to enjoy repeating good performance. When we train we emphasize development by logical steps; correct skillful and safe performance and in slow motion until trainees have learned how.
6. Respect a learner's ego - don't put anyone on the spot, particularly in cooperator training. If he is slow to catch on, try some other approach.
7. Be sure to comment on praise worthy action of the group, but be careful in individual praise unless very outstanding because it may be resented by others in the group.
8. Don't overlook opportunities to emphasize safety.

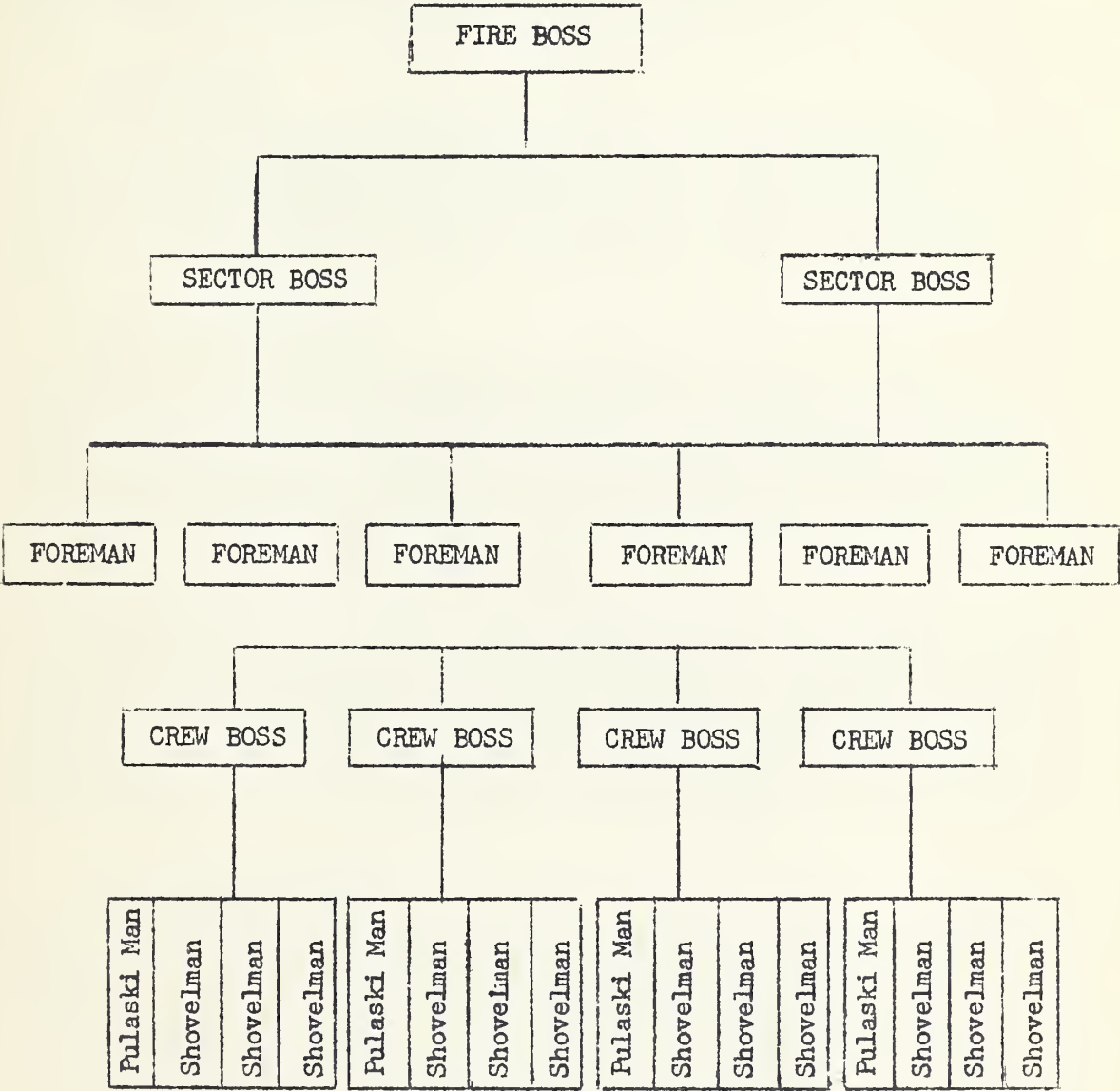
DEMONSTRATION STEP

How to Organize a Fire Crew

<u>Steps</u>	<u>Key Points</u>
1. Organize in crews of five, assign crew leader.	Adjust crew size to meet group situation. Five is average crew.
2. Get acquainted with crew	Names, addresses, time report data, pay information, contracts. Memorize names, get experience. Explain regulations, privileges, etc. Give information on food, water, rest periods, shifts, etc.
3. Explain basic crew organization	How fire fighting teams are set up (use chart) Leader's position and duties Duties of crew members Stress safety factors, cooperation Explain timekeeping, tool responsibility and care Give methods of travel to fire
4. Size up crew and make assignments	Age, physical fitness Clothing - <u>shoes</u> Special experience - assign accordingly Personalities, (team possibilities)
5. Issue tools and check ability to use	Demonstrate how to carry safely, and determine if training to use is necessary

FIRE FIGHTING ORGANIZATION

Wild Land Fires



: TEST

1. Orientation

Throughout all the six steps of instructions the first consideration must be given to orientation. Experience shows that it is not enough to prepare a beautiful lesson plan. The trainees have to understand and accept the why of the organization principles or training principles, not merely the what of the training plan.

2. Job Rotation

Job rotation is often difficult but insofar as possible members of the group should practice in every phase of it. In such subjects as "Developing Crew Leaders" for example, divide the training test period so each member of the training crew get some practice in leading the crew.

3. Start off at the Top

The best way to master a subject is to have to teach to others. Experience demonstrates that people tend to supervise as they have been supervised, so in training and job rotation as outlined in (2) above, it is desirable to start off as near the top as possible, that is, give most capable trainees the first assignments and then work down.

4. Study out Barriers to Participation

Often a trainee will function very satisfactorily if he feels a sense of confidence, security and close association with the group, but will "freeze" up when unknown factors are introduced. These can be little things such as executives looking on; clothes not suitable for the occasion; and other things. Give the men a chance and if you see something that is holding back the group, see what can be done to lessen the strain.

5. Get the Men to Think

Merely mastering the physical abilities of doing a job or "parroting" the instructions of leaders is not an indication of successful training. If we can get the trainees to think out general objectives, and then break them down in specific goals. If we can get them to identify obstacles and devise ways and means of overcoming difficulties, we are then applying the right principles of training. Test problems should be set up so that they force by circumstances, some initiative and readjustments to complete assignments.

Actual Learning by Doing

We have found that you can instruct until you are blue in the face and get the new man to study all the manuals on fire fighting techniques available but there is still no substitute for "Learning by Doing." Hence, we should encourage the practice of actual training fires. With

our cooperators we also don't want to overlook chances to get them on fires where they can watch fire behavior and by serving in various capacities, store away knowledge for future action.

CRITIQUE AND DISCUSSION

1. Timing

A. This review should follow immediately after completion of test. If problems are assigned to 3 or 4 groups, see that they are completed about the same time. If some groups are waiting on others, these groups lose interest and enthusiasm. It is often better to cut a test problem short than to keep others waiting on a small group.

B. The trainees are already in a mood to leave after completion of the "test" phases of instructions and they are impatient with any failure to wind up the training promptly. Move these critiques and discussions along rather rapidly, isolate the main points and fix these firmly without repetition. Annoyance is the only response to "one more thing," "As I said before," "I forgot to say" and other delays of the training leader when he is through.

2. Arrangement of Trainees

Often these critiques are held at the site of the test problems or on a hill side. Get the trainees seated close enough so all can hear and see the training leader. Watch out for little groups getting isolated and talking among themselves - this can be very distracting. The assistant trainers also should be part of the group.

3. Addressing the Group

Aim your voice at the last rows and you will be heard by everybody. Take in everybody just as in conversation you take pains to neglect no one in the group. Scatter your questions so you get a good cross-section of participation. Personalize as much as possible by calling men by their first names.

4. Use of Notes

A good training leader handling critiques and discussions has the leading points pretty well in mind before beginning. Although he may have extensive notes they should be in the way of leading ideas. Reading of notes frequently results in a "let down" in drive and attention lags.

5. Don't tell them - put it up to them. Again we go back to the probes - How? What? Where? Why? When? and Who?

6. Lively, good natured discussion, without argument, is provocative but it needs cues and reminders by the trainer to encourage and challenge the trainees. It is up to the trainer to stimulate genuine, active thinking.

7. Again be concise - allow ample talk for clearness and emphasis but avoid the dull repetition of ideas and facts that have been sufficiently stressed. When ready to conclude, a trainer can spoil everything if he

continues to plod along looking for a place to stop.

8. When ready to close, express a friendly, direct, and personal interest. Trainees appreciate a little pat on the back for a job well done.

